

IB ASIA PACIFIC REGIONAL WORKSHOP AGENDA

MYP Mathematics (Category 2)

Canadian International School, Hong Kong, China

September 13 – 15, 2013

Workshop Leader

Simon Michel Thauvette

Simon is currently in his fourth year as Grades 11 & 12 Learning Lead at the Canadian International School in Singapore. He teaches MYP Year 4 & 5 extended mathematics as well as IB DP mathematics standard level. Simon has been the Head of Mathematics at two different schools and has a particular interest in the guidance and pastoral care of IB students transferring from the MYP to DP programme.

All participants are requested to bring with them the following:

- A usb thumb drive to share resources
- Laptop (please ensure that your school has given you sufficient administrator rights to be able to change your IP/network settings so that you can connect to the local network onsite) – bring an power adaptor and a projector adaptor (if a Mac user)
- Online Curriculum Centre (OCC) username and password
- Graphic Display Calculator (Note: TI-84 SmartView may be used if there is demand from the participants)
- National/State/Provincial Mathematics curriculum documents (if applicable)
- Draft and current MYP Unit Plans and assessments that you are currently implementing in the classroom
- MYP Mathematics broad-based tests, investigations and other assessments that you would like to collaborate on with other participants
- Example(s) of how student assessment data is recorded, as well as how to record evidence of the students' ATLs
- Details of favourite Web-based and printed resources

Please note: session topics are subject to change based on needs of the group

TIME/DAY	DAY 1	DAY 2	DAY 3
8:30 – 10:00	<p>Welcome & Introduction by IB Asia Pacific Representative (30 mins)</p> <p>Session 1: Topic – The written, taught and assessed curriculum engages students through inquiry.</p> <ul style="list-style-type: none"> ▪ To grasp the inquiry-based approach that is supported in IB standards and practices. ▪ To assess participants' understanding of inquiry and build upon their prior experience. 	<p>Session 5: Topic – A well-designed summative assessment task or performance enables students to demonstrate their understanding in and/or across subject groups</p> <ul style="list-style-type: none"> ▪ To recognize the value of an aligned curriculum. • To apply vertical and horizontal collaboration to create units of work. • To explore the ongoing process of designing an effective, rigorous curriculum. 	<p>Session 9: Topic – Regularly recording and reporting on student achievement informs MYP student of their process.</p> <ul style="list-style-type: none"> ▪ To determine the requirements of the MYP with regard to grading practices. ▪ To create assessment procedures that communicates student achievement. ▪ To recognize the importance of a school-wide assessment policy.
10:00 – 10:30	Morning Break		
10:30 – 12:00	<p>Session 2: Topic – Methods that promote inquiry make learning relevant, significant, challenging, and engaging.</p> <ul style="list-style-type: none"> ▪ To determine inquiry-based methods using the inquiry cycle. • To classify appropriate forms of inquiry in relation to a topic. • To develop an understanding of the roles of students and teachers in an inquiry-based classroom. 	<p>Session 6: Topic – Planning and designing appropriate learning experiences results in deepening students' understanding.</p> <ul style="list-style-type: none"> ▪ To determine the pedagogical underpinnings behind developing the formative assessment process. • To discuss how formative assessment builds the capacity for students to master new skills and concepts. • To explore the motivational potential of timely feedback. 	<p>Session 10: Topic – Collaborating and reflecting throughout the years of the MYP support ongoing implementation by all members of the school community.</p> <ul style="list-style-type: none"> • To identify the critical elements to sustain growth and commitment to the MYP. • To recognize that curriculum design informs future action taken by students. • To explore the effects of metacognition in terms of sustaining ongoing MYP implementation that allows students to reach their curricular goals.

12:00 – 1:00	Lunch		
1:00 – 2:30	Session 3: Topic – Experiential inquires accommodate multiple perspectives in a learning environment. <ul style="list-style-type: none"> ▪ To explain how philosophical elements relate to inquiry. • To explore the creation and differentiation of inquiry-based learning environments through multiple perspectives. • To identify how teaching and learning can engage students on how, what and why they are learning. 	Session 7: Topic – Collaboratively developing task-specific clarifications students to understand their progress and brings transparency to the assessment process. <ul style="list-style-type: none"> ▪ To identify the relationship between what is asked of students in the task and how that will be achieved. • To recognize the holistic nature of a valid approach to arriving at a judgement. • To distinguish between tasks by age appropriateness. 	Session 11: Topic – Reflection <ul style="list-style-type: none"> ▪ Participants will deepen their appreciation for planning units using community and service as a lens. • Participants will understand the importance of reflection in the MYP.
2:30 – 3:00	Afternoon Break		
3:00 – 4:30	Session 4: Topic – Scaffolding approaches to learning over the course of the programme helps students effectively manage their own learning. <ul style="list-style-type: none"> ▪ To recognize what approaches encourage students to take responsibility for their own learning. • To discuss how approaches to learning (ATL) skill sets build from year to year. • To reflect on how scaffolding approaches can result in critical, coherent, and independent thinking. 	Session 8: Topic – Standardizing ensures a common understanding of the relationship between achievement levels and performance. <ul style="list-style-type: none"> ▪ To develop an understanding of the relationship between calibration and standardization. ▪ To determine the standardized nature of a valid approach to arriving at a judgement. ▪ To reflect upon the local to global significance of a standardized approach. 	Session 12 (ends at 4:00): Topic – Programme evaluation <ul style="list-style-type: none"> ▪ Participants will synthesize their learning and develop a growth plan that becomes a prioritized action plan relevant to their situation. • Questions & Answers • Workshop Closes
4:30	End of the Day		

* An official "IB Certificate of Attendance" is awarded to participants who have attended all sessions of a workshop. Please ensure that travel arrangements do not preclude candidacy for a certificate.